

*An Argument in Response to the Arguments about the Argumentation Quiz*

Last year, students in Mr. Racine's ELA 3-4 Honors classes were given the unique opportunity to present arguments on the fairness of a test. That test left some students bitter. Although many arguments were presented, ranging from the perfectly reasonable to the utterly absurd, the simple truth is that the test could be described by some as the epitome of fairness.

The first argument in opposition of the test was the amount of time given to prepare. Some students claimed that since they were only informed about the test one day in advance, they did not have sufficient time to study, however, all students wait until the night before a test to study, anyway. Similarly, the argument that the 'rhetorical triangle' was a term not used in class can also be easily refuted, as students learn about triangles in Geometry.

The numbers don't lie. Sixteen out of seventy-nine respondents indicated their belief that the test was fair. Those sixteen must have been the best students, the ones who took excellent notes and studied them thoroughly before the test. Not only that, but some of the students who were opposed to the test are mean, uncaring teens who are simply trying to be hurtful.

When the teacher tells you that there will be a test tomorrow, you can study your notes carefully and get an A, or you can fail. The method of studying also makes a huge difference, because preparing for a test is like writing a novel; you have to outline the big picture before you start to get into the specifics.

The root of the problem goes back to the initial note-taking. Had someone in class asked if ethos, pathos, and logos, for example, are ever referred to as the rhetorical triangle, they would have received an affirmative. Since no one asked such a question, there was no reason to discuss it.

When questions and doubts arise, an outside perspective can be helpful. I showed the test to my neighbor who supported it, and actually suggested it should have been made more difficult.

Despite the protestations of sixty-three students, the test has been proven, beyond a shadow of a doubt, to be fair and valid.

Directions: The essay on the other side of this paper contains nine different logical fallacies. Highlight and number each of them, then write in the correct term below to match your numbering. Each fallacy is worth 2 points (1 for highlighting and 1 for writing it below).

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_